OVERVIEW OF FIELDWORK

Becoming an occupational therapist is learned through fieldwork, coursework, and integration of learning from these different contexts. Reflection on learning in fieldwork and coursework ultimately leads to synthesis about best practice. Fieldwork education is thus an integral part of the UNC-Chapel Hill Occupational Science curriculum design in sequence and scope (ACOTE STD C.1.1.). Fieldwork is an exciting process of applying knowledge in real practice under the supervision of clinicians who serve as role models. These experiences are at selected sites for developmentally sequenced Fieldwork I and Fieldwork II experiences throughout the two year course of study. Fieldwork I experiences are associated with academic courses and occur during the Spring and Fall of each year. Fieldwork II is a more in depth experiences that is for 12 weeks during the second Fall, and in the final summer of the curriculum. The Academic Fieldwork Coordinator (AFWC) works with the other faculty, practice sites, and support personnel to organize, develop and evaluate these experiences. The fieldwork program is conducted in accordance with the Accreditation Council for Occupational Therapy Education (ACOTE) Accreditation Standards for a Master’s Degree Level Educational Program for the Occupational Therapist. The ACOTE Standards are noted in this manual for reference.
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<th>YEAR 2- Spring - Jan-April</th>
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<td>Life Course Dev</td>
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| Year 2 – FW II May 8 July 28, 2016 (12 wks) | FWII Clients of any age |
FREQUENTLY ASKED QUESTIONS BY STUDENTS BEGINNING THE PROGRAM:

How do I find out about FW sites and the UNC FW program?
Students are responsible for knowing the information in the FW manual and the resources on the Sakai FW site. Mandatory FW seminars are held during the academic semesters. These seminars are for planning and information regarding the FW program, as well as discussion of FW experiences. A schedule of fieldwork seminars is distributed at the beginning of each semester. More information about active FW sites can be found in the OT/OS hallway file cabinet.

How are FW sites assigned? Will I have input to placements?
The AFWC schedules and assigns all FW placements. Input from the student is considered, with the AFWC having final authority to make assignments. Student input is discussed in FW Seminars, and students are given opportunity to indicate preferences about upcoming FW with the exception of the first placement which is made prior to the student beginning the program. As students progress through the program input is given using a form to rank preferences. Meeting with the AFWC may be requested. The AFWC considers student preferences, among other things in matching students to sites. Students are informed of their upcoming FW placements as soon as possible, usually 2 months in advance. When assigning students, the primary consideration is the quality and appropriateness of the learning experience, variety of experience, and the contract status. A further consideration is to ensure continuity of students each year at sites that have a history of collaboration and support for UNC students. Students are NOT to contact FW sites to inquire about placement without permission of the AFWC.

Practice settings constantly change; when a site agrees to take a student it is their best guess about the future at their practice. Students should keep in mind that each year we have FW cancellations from sites for staffing and other reasons. Cancellations can occur at last minute; students should be prepared to change placements. Placement in FW II during time periods listed on the curriculum schedule is contingent upon available sites. There will be no change to a FW assignment because of student preferences unless in extreme and rare circumstances.

Where are the fieldwork sites?
FW I for less than a week will be in the local area. Local means within a 50 mile radius of Chapel Hill. For FW II, priority for local sites is given when the student is a primary caregiver for a child, older adult or disabled person. Many sites are outside the Triangle Area. Students arrange and pay for travel, transportation and housing. We have a small number of out-of-state sites. On occasion, fieldwork sites in other countries are an option. When possible is arranged, after students have begun the curriculum. AHEC information to support housing during fieldwork in North Carolina but outside the triangle area is available: www.med.unc.edu/ahs/ahec/ahec

What will my daily/weekly schedule be for FW?
The weekly schedule for FW experiences will vary based upon the supervisor work schedules. For example, some work Sunday through Thursday, or ten hour blocks for four days per week. Some supervisors begin work early in the mornings to address client skills with morning routines, or they may provide evening or weekend programming. Students are to inquire about the schedule in advance, and follow the work schedule of the site. Students must arrange other responsibilities, such as child care and work, around the fieldwork site schedule.

How do I arrange for reasonable accommodations for a disability during fieldwork?
Students can arrange a meeting with the AFWC and UNC Accessibility Resources and Services https://accessibility.unc.edu/ to request accommodations during fieldwork.
FIELDWORK DESIGN & SEQUENCE

Academic fieldwork coordinator and faculty collaborate to design sequenced fieldwork experiences that [align with and reinforce coursework to build understanding] between didactic and fieldwork education. (ACOTE Std C.1.1.)

The above schedule shows the **sequence and progression of FW experiences** through the curriculum to develop competence in occupational therapy practice. This sequence also conveys our philosophy of generalist practice that has core features regardless of setting. For each student, diversity of experiences is considered in selection of fieldwork sites. We use several mechanisms to ensure the range of experiences. In first year FW I for OCCT 755 & 765 students are selectively placed in sites that are different from experiences prior to OT school. Students have FW I experience for 5 days each with children & youth, psychosocial focus settings, and aging settings. **A fieldwork is designed to focus on psychosocial factors relating to participation in occupation.** (C.1.7.)

The first FWII occurs in the fall of academic year 2 and may be with children, youth and adult clients as students will have had coursework about these age groups. The second year coursework draws upon the FWII experiences as students explore management of services, program research in OT, and late life occupational development and practice. The summer following the second academic year is the final FW II in an area of special focus to the individual student, and may focus on services with older adults.

Over the course of the academic program, students are exposed to the **range of curriculum themes in fieldwork experiences.**

- Context & Community
- Human Capacity for Action
- Occupation
- Ethics, Justice & Care
- Leadership & Collaboration
- Inquiry, Scholarship & Innovation
- Therapeutic Processes

Students develop competence and understanding of practice by an accumulation of experiences, thus all sites will not exemplify all of the themes.

FIELDWORK SITE SELECTION (C.1.2.+)  

The AFWC collaborates with faculty to **identify and select appropriate sites** that serve as UNC-Chapel Hill fieldwork settings. These sites are selected to optimize student learning consistent with the philosophy of the curriculum. Our process of identifying active sites is to explore the alignment of site philosophies and practices relative to UNC curriculum themes, in consideration for the objectives of particular fieldwork experiences. Faculty visits to sites, and connections to colleagues through projects or meetings, help us identify potential sites. Student feedback on
fieldwork experiences is valuable for planning and occurs formally using forms completed about FW I and FW II and in informal discussion with faculty. The following are **considerations for assigning particular students to a FW slot:** quality and diversity of educational experience relative to curriculum themes and philosophy, input from faculty, match of student characteristics to the site (e.g. tolerance for fast pace or support needs), and student preferences.

Student preferences for placement will be considered after the student has:

- Submitted all FW requirements by the deadline
- Successfully completed coursework to date
- Attended FW seminars
- Submitted preference forms on time

**Student contact with potential fieldwork sites:** Students are not to contact potential fieldwork sites to inquire about fieldwork unless specifically instructed to do so by the AFWC.

### COLLABORATION ABOUT FW OBJECTIVES

**Collaboration is used to establish fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.** (C.1.3.) [the Division] maintains site objectives and site data and communicates information to students. (C.1.2.+)  

**Objectives for FW I** are stated in the fieldwork assignment associated with the course, which are sent to the sites in advance via email. FW I sites are selected based upon the site’s congruence with the academic goals for the FW. If it is not possible to complete the course assignment because of the situation at the site, the course instructor and AFWC will collaborate with the site and student to adapt the course assignment or the experience.

**Objectives for FW II** experiences are developed in collaboration with the site. Often a site has existing FW II objectives, which are reviewed for appropriateness with the UNC objectives. A template for identifying FW II objectives (e.g. New England FW Education Consortium Template) is often used to identify specific objectives that align with the FWPE. In all experiences we endeavor to optimize the congruence of FW and curriculum themes. The Division keeps site objectives and site data for students to access on the sakai site. The AFWC shares additional information about sites in FW Seminars, emails and additional meetings that can be initiated by the AFWC or the student. These objectives are available to students from the FW Educator or FW coordinator at the site as well.

**Information is provided to new sites about the UNC OT curriculum** at the beginning of the MOU and then in subsequent communication (email or post). The sites are also referred to our website for updated information about the program and fieldwork. The Clinical Educator Workshop (CPAE) is an additional, annual opportunity to exchange information about changes in the sites and the curriculum.
COMMUNICATION WITH FIELDWORK SITES

Student contact with fieldwork sites: Prior to each fieldwork, students are to contact (email, phone or letter) the site to which they are assigned, using the contact information that is provided. Sites vary as to when they prefer to receive the first student contact, often 4-8 weeks in advance.

Communication during FW I and II: The AFWC is available to respond to issues from students and FW Educator during fieldwork. During FW I communication occurs with the feedback forms (Evaluation of Student and Feedback to Supervisor) Additionally phone calls, visits or emails occur as needed for clarification, information and problem solving. During FW II, the AFWC contacts the sites for feedback on student performance at least two times during the fieldwork, once in the first three weeks and again near the midpoint. Students communicate with the AFWC during FW at least once and additionally as needed, students are encouraged to make contact as soon as possible when problems arise. Students can contact other faculty members for advice during the fieldwork. Records of key communications between faculty and students during fieldwork are kept on a shared confidential electronic file for continuity of communication.

Communication is key to satisfying fieldwork experiences for students and supervisors. The direct supervisor(s) (Fieldwork Educator), and then the Clinical Education coordinator at the site (if the site has one) are the first people whom the student should inform about a concern, problem or need. Students are encouraged to contact the AFWC whenever there is an issue or question that is not sufficiently handled by the supervisors at the fieldwork site. The earlier the supervisors and AFWC are contacted, the more likely that issues can be resolved within the timeframe of the fieldwork experience. Students who are in need of professional psychological support should seek services in the community or at UNC: https://campushealth.unc.edu/services/counseling-and-psychological-services

During FW II students will be supervised and evaluated by an occupational therapist. At least two times during the fieldwork, the Academic Fieldwork Coordinator makes contact with the site to ensure that any problems with the fieldwork are addressed. Students and supervisors are encouraged to contact the AFWC if there are concerns about the student’s progress in meeting the FW site objectives and performance at the site.

The AFWC (or covering faculty in the Division) is available to address any student or supervisor concerns or questions that arise while engaging in fieldwork experiences. (may be phone, electronic or in person). The AFWC keeps electronic records of FWII communications and acts as a liaison between site, fieldwork educator and student in the event of conflict, performance difficulties, questions about evaluation processes or supervision concerns. Learning contracts are developed when needed to set clear expectations for performance. Communications following upon FW I issues are documented on the student FWI Evaluation or an attachment and kept in the student files.
SUPERVISION AND ASSESSMENT

[The AFWC works with the FW sites to] ensure that the ratio of fieldwork educators to students enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives. (C.1.4.)

When the AWFC contacts the sites to request matching a fieldwork student to a placement, there is assessment of the availability of sufficient supervisory time and interest. FW Educators and coordinators are informed throughout the planning process that if they do not feel they can sufficiently meet the students learning needs it is better not to have a student. Issues of supervision are monitored through communication during fieldwork with students and site described above.

The type and amount of supervision on FW varies depending upon the setting and the objectives for the FW experience. Often there is a 1:1 ratio of students to supervisors; however other models are effective and enriching in learning. Increasingly, there are situations in which students have multiple supervisors (for example 1:2 with two part-time OTs supervising or 2:1. Some fieldwork will have 2:1 or another multiple students per supervisor. These arrangements are discussed in advance to ensure proper supervision and evaluation, as well as ongoing communication as needed between the student, FW educator(s) and AFWC. Peer learning is encouraged among OT students and also students of other disciplines.

Fieldwork Educators’ primary responsibility is to the clients served. Their work as supervisors is typically voluntary, and supervision has to be arranged around primary responsibilities. Occupational therapy has a long history of generous support to prepare the workforce of the future. It is remarkable that so many practitioners make time for students, and it is expected that graduates of UNC will adopt the culture of giving to the profession and society in this way.

MEMORANDA OF UNDERSTANDING (C.1.2.+)(aka MOU, Letter of Agreement, Contract)

Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program as required by Standard A.4.14. (C.1.5.)

UNC maintains agreements for fieldwork with a sufficient number of sites to meet our placement needs. A full time Contract Specialist handles agreements for OT and all Divisions in Allied Health Sciences. For the most part these agreements are in North Carolina. Sites offer a wide variety of experiences in keeping with UNC’s MS OT Curriculum design. In the unlikely event that sites become unavailable (e.g. cancellation of placement by the site) the schedule may be delayed, but that delay will not exceed the time allowed to complete the program. However, there may be a delay in graduation date where unexpected changes arise. Students must complete fieldwork requirements within 24 months of completing their academic coursework.

The program keeps memoranda of understanding (MOU) in effect and signed by both parties at the time the student is completing the Level I or Level II fieldwork experience. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site [are] clearly documented in the memorandum of understanding. (C.1.6.)
Agreements/ Letters of Understandings with Fieldwork sites: The AFWC works with the DAHS Contracts Specialist to ensure there is a Letter of Agreement (referred to in ACOTE as a MOU and often called a contract) with clinical sites, secures reservations and obtains the necessary information on each site’s fieldwork education program. The Sakai site has folders to read before fieldwork for students to find out about the requirements, practices, policies and other information about the site and their fieldwork program. The AOTA Fieldwork Data Form is the key source for this information. Site requirements (such as immunizations) often change, so students must also double check by asking the FW contact at the site about the requirements when making contact for an upcoming placement.

Responsibilities of the University and each fieldwork site are documented in the memorandum of understanding. The Letter of Agreement template used by UNC Department of Allied Health Sciences (DAHS) is posted on Sakai. Students are assigned to a site with additional requirements, beyond the DAHS template the DAHS Clinical Education Assistant sends the student an advance email with that information. In addition, when students contact a site in advance of fieldwork, they are to ask if there are any new or additional requirements, as these can change. [note that an MOU is not required for fieldtrips, observations and service learning that is not considered FWI or FWII] (C.1.6.)

These MOUs are renewed or reviewed every five years or less (date documented on contracts database). The legal process of obtaining, renewing and sustaining the agreement is at times cumbersome. Changes and delays in the letter of agreement may occasionally interfere with a planned fieldwork. Students will be informed of issues or problems that arise in their site’s Letter of Agreement as soon as feasible so alternate plans can be made.

The Letter of Agreement states expectations and requirements of the site, and at times the site has new requirements, that information is emailed to students going to the site. Mailings are sent to the sites a minimum of one month in advance of each of fieldwork. These mailings contain background information on students (the student requirements stated on the DAHS Letter of Agreement template), objectives and assignments for fieldwork, pertinent curriculum information, evaluation forms, and mechanisms for communication during the fieldwork.

**STUDENT FIELDWORK REQUIREMENTS**

| Students are Responsible for complying with all site requirements (C.1.2.+), |

Letters of Agreement with sites contain specific information about required student health records and training. **Students must provide the documentation for student fieldwork requirements in advance** via the [www.certifiedbackground.com](http://www.certifiedbackground.com) website, and in some cases students send information directly to the sites. Students submit copies of the information and keep the originals. Information for “Certified Background” is sent to students who are admitted to the program to begin uploading requirements prior to beginning the program.

Students participate in fieldwork after all requirements have been met by deadlines given. Those requirements, outlined on the Certified Background instructions, include such things as Personal Accident and Health Insurance, Immunization and Health Records, Tuberculosis Tests, CPR, OSHA Training, HIPAA Training, and Criminal Background Checks. Many of these tasks must be updated
annually. Additional requirements, such as drug testing or fingerprinting may be required at some sites. The student is responsible for the costs and arrangements to meet these requirements.

The university provides liability insurance for students who are registered for courses associated with fieldwork. Students must be registered for courses during fieldwork for liability coverage. To participate in fieldwork the following requirements are submitted by the student to the Certified Background Site. Instructions to access the website is sent to students before classes begin.

**UNC-CH MS OT -STUDENT REQUIREMENTS FOR FIELDWORK**

Submit Documents to Certified Background Website

A. **ONE TIME IMMUNISATION RECORD**

**Measles, Mumps & Rubella (MMR)** - There must be documentation of one of the following:
- 2 vaccinations
- Positive antibody titers for all 3 components (lab reports required)

**Varicella (Chicken Pox)** - There must be documentation of one of the following:
- 2 vaccinations
- Positive antibody titer (lab report required)

**Hepatitis B** - There must be documentation of BOTH of the following:
- 3 vaccinations
- Positive antibody titer (lab report required)

**Tetanus, Diphtheria & Pertussis (Tdap)** - There must be documentation of a Tdap booster within the past 10 years.

**Polio** - Documentation of the completed primary series. record of at least 3 vaccinations.

B. **Initially and ANNUAL:**

**TB Skin Test** - ANNUAL - There must initially be documentation of one of the following:
- 2 step TB Skin test (within 1 month of each other)
- Quantiferon Gold Blood Test
- If positive results you are required to go to Campus Health for a TB Evaluation
Then annual Skin Test

**CPR Certification** – Yearly update - One of the following**Copy front & back of card.**
- American Heart Association Healthcare Provider course (**2 year renewal**)
- American Heart Association AED course
- American Red Cross Healthcare Provider course

**OSHA Training**- Annual renewal

**HIPAA Training** – Annual renewal

Influenza – Annual - shot during the current flu season (Nov-March). BY Nov 1st. Each year

Student Data Form – Initial and Annual update
- Download, print and complete the Student Data Form and upload to site

Health Insurance -must have and keep health insurance to attend the UNC, and for Fieldwork

C. Criminal Background Check – Annual (may be additional site-specific CBCs)

D. Additional Site- specific requirements Depending on Site requirement
   Drug Test & Fingerprint Additional Fees Acknowledgement
   - verify you understand that you may have to obtain additional testing, including drug testing, fingerprinting for some FW sites at your own expense (also TB tests and CBCs.)

CertifiedBackground.com information will be sent to students in the summer before enrollment.

FIELDWORK I

Fieldwork I (FW I) is an integral component of learning the knowledge, skills, and attitudes of the occupational therapist. There are two levels of fieldwork experiences, with Fieldwork I (FW I) incorporated into coursework and Fieldwork II (FWII) a graded course.

C.1.8. Level I fieldwork is integral to the program’s curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.

Fieldwork I experiences are associated with particular courses in the curriculum design; accordingly site selection involves teaching faculty. These experience are to offer exposure, observation and participation in selected aspects of the OT process (C.1.8.) Class discussion and assignments build an understanding of the relationship between academic coursework and occupational therapy practice. Even in courses not specifically associated with an FW, all faculty draw from students’ fieldwork experiences to strengthen their understanding of occupational therapy from theoretical and pragmatic perspectives. The AFWC attends selected in-class discussions about fieldwork, and shares feedback from students and sites about alignment of fieldwork with course content. In addition, mandatory fieldwork seminars are held by the AFWC and attended by other faculty throughout the academic years to reflect upon and plan for fieldwork. These in-person discussions are complimented by feedback from students and clinical educators to strengthen the ties between didactic and fieldwork education.

FW I experiences have graded assignments for the courses are based on the fieldwork experience. Course instructors plan these FW I assignments in a developmental progression for gradual building of clinical skills. Fieldwork I sites are selected based on collaboration among faculty teaching the associated courses. FW I expectations initially focus on developing observation and interviewing skills. Later in the program the expectation is for more involvement in assessment and intervention processes. Participation in selected aspects of the OT process occurs based upon the assignment from the course affiliated with the FWI, and also the judgment
of the FW supervisor about student competence to perform a task. The UNC FWI Student Eval is used throughout the curriculum to give students feedback on professionalism in the sites. For the first FW, students begin to practice engaging in the supervisory process through accepting and responding to feedback. Students can track their performance over the curriculum and in varied settings because of the use of a consistent Student Evaluation form across FWI experiences.

C.1.9. Qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or credentialed occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

Supervisors for FW I can be occupational therapists, OT Assistants, and other qualified professionals. For example, a social worker or case manager may be the supervisor at a clubhouse model community mental health center. Learning to be an OT involves many teachers, including clients, family members and other professionals.

C.1.10. Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II fieldwork.

The UNC FW I Student Evaluation is the form used for feedback on student performance during FW I experiences. This form gives valuable information about performance, including professional behaviors. If there are concerns on the form the students will meet with the AFWC to discuss a plan to address those concerns. The student’s academic advisor may be involved in addressing FW issues. Students complete a UNC FWI Student Feedback for Supervisor, and discuss it with the supervisor. Further documentation of the learning experience is reflected in the FWI assignments students turn in to course instructors. Students are required to complete all Level I and Level II Fieldwork. Level I Fieldwork may not be substituted for any part of Level II Fieldwork.

Notes: Some community based learning activities and assignments are not formal fieldwork experiences. An example of this is student observations of children in the community. The UNC AFWC coordinates both FW I and FWII, however all faculty are involved in FW.

FIELDWORK II - Learning entry level skills of the practice site.

C.1.11. [Fieldwork experiences are] designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.

The selection of FW II sites is a faculty process led by the AFWC, who ensures the site is equipped to meet the educational needs of students. The faculty may initiate (or discontinue) sending students to a site, based upon congruency with an contextualized occupation- and client-centered philosophy, and evidence based approaches of our curriculum. We build understanding between the curriculum and FW sites by communication (in person, phone, electronic) about practice and learning opportunities.
To prepare and equip FW educators for their role with students, each spring UNC hosts a Clinical Educator workshop to offer continuing education related to practice and fieldwork. Faculty at times offer in-services and AHEC presentations at facilities. Site visits occur as needed, and as practical for distances, costs and schedules. Resources for FW educators are on the UNC website, and on the AOTA website resources. Other information to develop FW educators skills are offered with new sites and by request. In addition to communication during the FW experience, The Student Evaluation of Fieldwork Experience (SEFW) for FW II and the Student Feedback on FWI assist us in identifying learning areas for supervisors. The relationship of faculty, FW educators, community agencies, and students is very important to our mission.

Through graded practice, students gain clinical reasoning and skills to be an ethical and effective practitioner. These are opportunities to gain competence in general practice as well as specific skills of the site. Sites are selected that will promote professional development and responsibility. Becoming an occupational therapist encompasses development of clinical as well as professional skills. Communication, receptiveness to feedback, taking initiative, dependability and other interpersonal behaviors are essential learning outcomes of fieldwork and coursework. More information on professionalism can be found in the Essential Professional Behaviors for the Student Therapist (See Appendix). At all times students are expected to dress appropriately and demonstrate professional behavior consistent with each community or clinical setting and be guided by the standards of each site. Students are responsible for transportation to sites, and housing.

C.1.12. Level II fieldwork [is] in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.

In the UNC curriculum design, the first FWII is with children, youth, or adult clients. Students will have completed all the clinical coursework associated specifically with these populations. The second year coursework draws upon the FWII experiences as students extend understanding of management of services, program development, research, and late life occupational development and intervention.

Sometimes FW II is at more than one site, for up to a total of four sites for all FWII. We encourage students to have experiences in a wide array of settings, which may include emerging practices such as low vision, assistive technology, driving evaluation, and dementia consultation. Fieldwork is an opportunity to experience a variety of practices that collectively allow students to observe, collect and select the knowledge, skills and attitudes of OT, while recognizing that one ideal site may not exemplify all aspects of the curriculum philosophy. It is for this reason that student interaction with peers, faculty and supervisors is necessary to reflect upon learning in any situation, and have a broad view of who are teachers—clients, family members, staff, OT’s and others in clinical settings.

When selecting a site, the AFWC ensures through conversation and/or follow up materials with the clinical site that a biopsychosocial perspective is understood and integrated in the practice.
A focus on client centered and occupation centered outcomes requires consideration of psychosocial factors and contextual factors influencing engagement in occupation. An important opportunity to build a repertoire of clinical stories is through other students. We build many opportunities for sharing of these stories, and thus students learn from each others’ clinical experiences.

C.1.13. [Students have] a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis as defined by the fieldwork placement in accordance with the fieldwork placements usual and customary personnel policies as long as it is at least 50% of a full-time equivalent at that site.

FWII Registration, Duration and Schedule. UNC requires 24 weeks full time in FWII. This consists of two 12 week FWII experiences that are 6 credits each. One is part of the Fall second year course load- OCCT 720A. For the second FWII, students register for a 6 credit course, OCCT720B, in the Summer after the second academic year. Students cannot begin FWII unless they have registered in advance for the course. Students must pay tuition and fees for the summer session they are enrolled (summer session tuition rates can be found at http://cashiers.unc.edu/). Exceptions to this timeline for completion are only made through a request and approval process. Both FWII courses (OCCT720A and OCCT720B) are required for graduation. Any delay in completing FW II will result in a delay in degree award.

In order to allow students to take advantage of special opportunities, it is possible to delay the final FW II for placement, such as in a school setting, not to exceed the maximum time for MS OT degree completion at UNC. All occupational therapy students must complete Level II Fieldwork within 24 months following completion of academic preparation.

FW II is full time, except in rare circumstances when part time is essential with specific justification (e.g. a disability that limits work schedule), in which student would participate for at least 50% of a full-time employee at the site.

In all FW experiences, students should not assume a Monday to Friday schedule. The student follows the schedule of the site. In many hospitals and rehabilitation centers for example, occupational therapists work weekends or four 10 hour days. Students must arrange for child care and other responsibilities around the fieldwork site schedule. There is no vacation time or holiday time during FW II experiences. Verified personal illness or emergency is the only reason for missing fieldwork, and the make-up time will depend primarily upon the policies of the site. If personally observed religious holidays occur in the fieldwork schedule, the AFWC should be contacted in advance to make arrangements. Inclement weather and emergency policies of the sites guide the process of the student contacting the supervisor/site to determine if and when to arrive at the field site in such event. Except for “comp time” the student must inform the AFWC of any missed time at FW.

C.1.14. Students are supervised by a currently licensed or credentialed occupational therapist who has a minimum of 1 year of full-time practice experience (or equivalent) subsequent to
initial certification, and is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.

**FWII supervisor qualifications:** FW II experiences are supervised by occupational therapists who have at least one year of experience. The licensure status of the OT supervisor (if in the USA) is assured by the NC Licensure lists and the regulations of sites to require licensure for practice. Students may have one OT supervisor or multiple supervisors. Other professionals may contribute to supervision depending on the setting and the purpose of the fieldwork, in accordance with ACOTE Standards. The specific learning activities for FWII are determined in collaboration between the FW site in collaboration with the curriculum.

**C.1.15. Mechanisms for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).**

**Communication and Supervisor Development**

Communication and collaboration to ensure linkage of fieldwork experiences with curriculum themes occurs through many venues. Examples are: annual workshops with clinical educators held at UNC; faculty attending and giving presentations at regional and state conferences that convey curriculum themes and philosophy; mailings to FW sites that contain curriculum information; site visits, phone calls, emails, document review and website viewing by faculty; collaborative projects between faculty and clinicians; networking with clinicians including UNC graduates; and student reports of their experiences at the sites. In these communications we seek alignment of sites and curriculum philosophy and themes, so that students experience practice that is evidence based, client-centered, occupation-centered, and pragmatic in clinical settings. In all fieldwork settings, the biopsychosocial nature of humans is incorporated in occupational therapy assessment and intervention.

Students provide feedback on their fieldwork sites as part of our ongoing process to improve learning experiences. FWI feedback is solicited informally in discussion and in questionnaires relating to the curriculum objectives. The AOTA Student Evaluation of Fieldwork Experience is completed for each FWII placement. This form is completed by the student prior to the final evaluation in Fieldwork II. The student presents and discusses this form with the supervisor AFTER the student evaluation and discussion is completed. The Student Evaluation of Fieldwork Experience form is returned to the UNC Academic Fieldwork Coordinator along with the Student Fieldwork Performance Evaluation. Student Evaluations of Fieldwork II are read carefully and then decisions or follow up is done as indicated. Data is compiled from the SEFW to inform course content (e.g. diagnoses and assessment tools) and FW Educator educational experiences (e.g. workshops, reading resources)

UNC’s Feedback for FW I supervisors guides us in matching future students, and is a way to give feedback to supervisors to improve skills. In general, supervisor development uses adult learning principles in which specific supervisory strategies are discussed as needed in fieldwork. A second mechanism is the supervisors (CPAE) conference held at UNC. The topics for these conferences are generated from feedback from the participants from prior years, as well as in informal conversations with supervisors. Articles on evidence-based practice, theory and occupations are shared by faculty in ongoing exchange with sites. Specific materials are given to sites, such as
materials about accommodation for disabilities of students. The AFWC offers requested in-
services about FW at sites when possible.

C.1.16. Supervision provides protection of consumers and opportunities for appropriate role
modeling of occupational therapy practice. Initially, supervision should be direct and then
dercrease to less direct supervision as is appropriate for the setting, the severity of the client’s
condition, and the ability of the student.

Safety, role modeling and graded supervision.
Prior to beginning FW, students receive training in safety (OSHA, TB, Infection Control, CPR, etc)
and confidentiality (HIPAA). Additional safety and policies of sites are addressed in site-specific
orientations. The supervisor models these safety and protection issues, and students are expected
from the beginning of FW to act in accordance with safety precautions. With each skill, such as
transferring a client, the safety dimensions are part of the competency of the task. Students learn
through role modeling and communication to anticipate safety hazards and apply judgment in
situations of risk (e.g. elopement or falls risk).

Initially, supervision for FW II is direct but then decreases to less direct supervision as is
appropriate for the setting, the severity of the client’s condition, and the ability of the student.
There are also elements of personal style and preferences in supervisory processes. Students find
that some supervisors are more reluctant than others to have students perform tasks
independently. Ongoing communication and negotiation of activities is part of the supervisory
process in which students actively engage.

C.1.17. Supervision provided in a setting where no occupational therapy services exist
includes a documented plan for provision of occupational therapy services and supervision
by a currently licensed or credentialed occupational therapist with at least 3 years of
professional experience. Supervision must include a minimum of 8 hours per week.
Supervision must be initially direct and then may be decreased to less direct supervision as is
appropriate for the setting, the client’s needs, and the ability of the student. An occupational
therapy supervisor must be available, via a variety of contact measures, to the student during
all working hours. An on-site supervisor designee of another profession must be assigned
while the occupational therapy supervisor is off site.

For some non-traditional sites, the OT FW Educator is not always on-site, although an OT FW
Educator is available by phone or electronic communication at all times. Those placements are
supervised by an OT with a minimum three years of experience. A minimum of eight hours per
week of supervision is required for FW II, which at the beginning requires more supervision and
decreases over subsequent weeks depending on the setting and client needs and risks relative to
the student’s ability. For non-traditional FWII, the student, supervisor and AFWC will develop a
written plan for supervision, involving objectives and evaluation. That plan includes an on-site
supervisor when the OT supervisor is off site.

C.1.18. Mechanisms for formal evaluation of student performance on Level II fieldwork (e.g.,
the American Occupational Therapy Association Fieldwork Performance Evaluation for the
Occupational Therapy Student or equivalent).
Evaluation of student performance: Students are given feedback throughout FW, at least weekly, and formally at midterm and final. The Fieldwork Performance Evaluation form (FWPE) from the AOTA is used in most sites. Specific objectives for items on the FWPE are established by the site in collaboration with the AFWC. For some items the wording on the FWPE is sufficiently clear to evaluate performance at the site. Students should familiarize themselves with this tool. Non-traditional fieldwork sites, such as Clubhouse Model programs, may use an alternative to this form to more appropriately evaluate student performance. In such cases, the objectives and performance evaluation process is determined at the beginning of fieldwork. At times, a modification of the FWPE is developed to address learning opportunities at the site in alignment with the UNC curriculum themes and philosophy. An original Fieldwork Performance Evaluation is provided to the FW II sites by the program. Scores are reviewed by the AFWC who assigns the grade for the FW II experience based on the FWPE, observation and other communications about student performance.

The following policies on Fieldwork II grading for the AOTA Fieldwork Performance Evaluation are as follows.

1. Student fails if the total Field Work Performance Evaluation (FWPE) score does not reach the minimum passing score of 122. (Note: This is also the AOTA cutoff point for Passing FW.)
2. Student with a grade of "F" is ineligible to continue in the Graduate School.
3. Student who receives an "L" will be required to complete remedial work, as determined and prescribed by the Division faculty. The Fieldwork Clinical Instructor will be contacted for additional input and discussion. The decision of the amount and type of remedial work is the responsibility of the faculty.
4. The Division/University has the final responsibility for grade assignment.

The FWII grades are assigned according to the following scores:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>H (high)</td>
<td>159-168</td>
</tr>
<tr>
<td>P (pass)</td>
<td>126-158</td>
</tr>
<tr>
<td>L (low pass)*</td>
<td>122-125</td>
</tr>
<tr>
<td>F (fail) — same as AOTA</td>
<td>121 or below</td>
</tr>
<tr>
<td>AOTA Minimum Passing Score</td>
<td>122</td>
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</tbody>
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Procedure for Addressing FW II Grade of “Low Pass”*

The following is a summary of the plan to address a grade of Low Pass for FW II. A more detailed description of the process, with resource information, will be provided to the student as needed.

1. A student who scores an “L” on the FW II Evaluation will develop a specific written plan that addresses how to resolve each problem area identified during the FW II experience.
2. After finalization of the plan the FW coordinator will identify possible sites and duration of a remedial FW. The student learning objectives and plan is shared with the sites to ensure the site can meet the student’s learning needs.
3. The student signs up for three (3) credits of OCCT independent study for the remedial fieldwork.

C.1.19. Ensure that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has 1 year of experience in practice.
**International Fieldwork II:** Students attending FWII outside the US are supervised by a graduate of a WFOT approved program. This is verified thorough the CV or copy of degree of the supervisor relative to the WFOT website on approved programs, and is verified with the WFOT if in question. A MOU is also required of international fieldworks, and students are responsible for costs and arrangements associated with these fieldworks.

**FW STUDENT RESPONSIBILITIES**

The student is expected to collaborate with the fieldwork coordinator, the fieldwork educator, and the academic fieldwork coordinator to ensure compliance with FW experience requirements.

The student is responsible for the following:

1. Providing documentation (copies) of all FW Requirements by deadlines
2. Reading and knowing contents of FW Manual, and referring to it with questions about FW
3. Attending all FW seminars
4. Indicating preferences with consideration for interests and experience in a variety of practice contexts, recognizing that the AFWC determines FW placements.
5. Seeking information on sites, asking questions and using FW files in OS Office suite and Sakai
6. Calling and/or emailing the site FW coordinator or supervisor to confirm the FW dates and getting instructions about requirements in preparation for the first day. This contact is at least one month in advance of the starting date.
7. Complying with all policies and procedures of the fieldwork placement unless exempted, including prompt notification of student absences. Attendance policy: There is NO time off during FW II. Some sites allow for up to three days off in cases of unavoidable absences, i.e., illness or death in the family. UNC defers to the sites on this policy.
8. Fulfilling all duties and assignments made by the fieldwork supervisor and AFWC, unless exempted, within the time limit specified.
9. Notifying the fieldwork placement and Division of OS of address & phone number changes.
10. Using the unc.edu email for all FW correspondence.
11. Completing and presenting to the fieldwork educator at least one copy of the student’s evaluation forms and assignments for FW I, and having available copies of the appropriate performance evaluation forms and student evaluation forms.
12. Being an active participant in the supervisory process. This includes effective communication, constructive response to feedback and reflection on performance and learning.
13. In an event of any problem related to FW evaluation, follow chain of command at fieldwork placement site (i.e. discuss problem with fieldwork educators and/or academic fieldwork coordinator and if not satisfied with a resolution, contact academic program director).
14. Even with strong privacy settings, students must avoid posts or photos to social network sites (Facebook, Twitter, Linked In, MySpace, etc) about fieldwork experiences. Students are advised not to ‘Friend’ supervisors, clients (including families and significant others) or staff at FW sites (until graduation). It is a HIPPA violation if students mention a client/patient with enough information that the person might be identified, even if you avoid PHI. The consequences for violations are severe. Students should not post anything that could be questionable regarding HIPPA, etiquette, and respect for self and others. If there are any questions, ask the AFWC.

**GLOSSARY & ABBREVIATIONS**
AFWC- Academic Fieldwork Coordinator
AHEC- Area Health Education Coordinators
AOTA –American Occupational Therapy Association
ACOTE –Accreditation Council for Occupational Therapy Education (in the USA)
Clinical Education Coordinator- Some sites have a person who coordinates FW
CBC – Criminal Background Check
Contracts Specialist- Person in DAHS who handles and maintains MOUs/ Letters of Agreement
CPR- Cardio Pulmonary Resuscitation
DAHS- (UNC) Department of Allied Health Sciences
HIPAA- Health Insurance Portability and Accountability Act
FW- Fieldwork
FW Educator – Direct supervisor at a fieldwork (Also called “Supervisor”, sometimes called Clinical Instructor (CI) or Clinical Preceptor
FWPE –Fieldwork Performance Evaluation of Student for FW II
MOU – Memorandum of Understanding (AT UNC called Letter of Agreement or contract)
SEFW – Student Evaluation of Fieldwork II
WFOT – World Federation of Occupational Therapists

FAQs about FW from AOTA: http://www.aota.org/Education-Careers/Fieldwork/Answers.aspx